

F7 and H13 Programming for Assemblies/Concerts by Betty Lee-Daigle

Promote your French programme to your community. Have as many students involved in the concert, le café français as possible and have audience participation. Parents want to see their child(ren) perform and not wait. Concerts should be an hour long or 1 ½ hours maximum with an efficiency of movement between pieces. Parents and young children who are watching and the students get restless on stage. Prepare ahead, time what the emcees say (do a bit of history of French folksongs!) and the class performances. If JK and SK classes are involved, have them first on stage. Not only will they steal the show but they are the hardest to set up and bring off the stage. Leave space between the floor where the band is in order for parents to take pictures. We are there for PR too! Curtains can close while the JK/SK classes leave the stage and the band can play next to muffle the sound of the little ones if they talk. Teachers of course are supervising in the back or someone needs to be on stage and a gopher to get the next class or group on stage. The classes can be in the classrooms or music room while they are waiting. If you have a short skit, make sure that the performance rotates between the stage, band on the floor and perhaps benches or risers for the choir on the side. Alternate between the stage, risers or benches on the gym floor and the band seating format. When one group finishes, a group goes on while another goes off. You are trying to reduce the movement in the gym so the songs and band pieces are focal points when the stage is being prepared for the next group. If you are not musically inclined, ask the music teacher to prepare the instrumental or recorder parts of the French songs. End the concert in an exciting mass number that brings out the "l'esprit" of French folksongs eg. L'Arbre Dans Ses Feuilles and have the parents clapping all of the way home!

Circle Games

Frère Jacques-Form one large circle or break up in groups of even people. Sing in unison and then in a round. Dance in groups of 8-10 people. Have students play recorder and band instruments with this song and if you have handchimes, play these separately and then altogether in a mass number at the end. Music can be found in many songbooks at the school. Ask your music teacher for a copy or buy John Barron's "Ride with Me" from McGroarty Music Publishing Company, 2000. Make sure you teach this in C+ key or in G+ so the children can play the recorder more easily depending on their ability level on the recorder. Actions: Frère Jacques (2X): In a circle, step in 4 steps. Step back 4 steps. Dormez-vous? (2X) Put your hands by your cheek as if you are sleeping. Alternate to the other cheek. Sonnez les matines.(2X). Pull the rope of a bell with your hands. Din, Dan, Don (2X) Turn around half-circle while stepping on a spot and clap 3X simultaneously. All actions are done on the steady beat.

The handclapping game "Stella, Ella" can be adapted to 1, 2, 3, 4, 5, 6, 7, Violette, Bicyclette. The object of the game is to eliminate the people beside you at the end of the song. If Student 1 misses clapping Student 2's hand on the word "bicyclette", then Student 1 is out. If Student 1 touches the hand of Student 2, then Student 2 is out. This game can be used as a filler between the concert changes or used in an assembly. Make sure the groups are small for this game if on stage. Do not use the whole class as a filler.

The circle dance “Bow Wow Wow” can be adapted to the following chant:

Am Stram Gram, Pique, Pique, Cole Gram, Bure, Bure, Ra-ta-tam, Am Stram, Gram, Pic! (Eenie, Meenie, Miny, Moe in French).

The double circle dance “John Kanaka” can be adapted to the song « I Went to the Market” French folksong. Ask the music teacher to teach the song to the dance. To change partners, ask the music teacher to play the chorus again as an accompaniment before singing the next verse. Ask the music teacher to teach the song or find music with the words on it and teach your class the verses.

Alabama Gal p. 147 Contra Dance with a Reel can be used with the songs “J'ai tant dansé, Vive La Canadienne, Alouette or use any traditional lively French music that has 8 or 16 beat phrases. www.rigodon.net has some traditional music on its CDs. “Musique Sil Vous Plaît” by Suzanne Pinel by Berandol Music Ltd, 1993 has some pieces too. You might have this already at your school. Do contradances with groups of 6 partners or 6 people facing each other in 2 lines. There is a head couple and the end of the line is the foot. Before doing the dance, make sure you explain to your students “

Resource- Four of the five the circle games come from “120 Singing Games and Dances for Elementary Schools by Lois Choksy and David Brummitt” by Prentice-Hall, Inc. Englewood Cliffs, NJ 1987 ISBN 0136350380 The directions are very thorough in English.

Voice Care-Drink lots of fluids throughout the day. Bring a water bottle with you and drink water during the day. Do not whisper if you lose your voice. Don't sing with your students unless you are teaching a new French folksong. Give them a starting pitch but once they know a song or poem, only give them the starting words of the next line if they forget.

Copyright-Any traditional French folksongs can be reproduced as long as you do not photocopy from a published book. Look online through google.ca and type the title and there are sites that allow you to print out the whole song. Look at www.Paroles.net or about.com.

STOMP incorporates rhythms. If you use the program On y Va 1, the unit on “La Rythme de la Vie” discusses the group “STOMP”. Show your students the video “Stomp Out Loud” and have them create a rhythm movement piece in groups using inanimate objects. Perform this at the concert or assembly.

Use of Instruments

African Drums (This is to help your students to remember the beat) Ask the music teacher about the rhythms in the brackets) Alternate hands on the drum.

Shimmy, Shimmy, Co-co Pa! (ti-ti, ti-ti, ti-ti, ta!)

Penguin, Salamander, Penguin, Bear! (ti-ti, tiri-tiri, ti-ti, ta!)

Penguin, Salamander Penguin Penguin Penguin Salamander, Can't you come out tonight?
(ti-ti tiri-tiri, ti-ti, ti-ti, ti-ti, tiri-tiri, tiri ti-rim ri-tim!)

Moonlight Heron {Goon Goon Pa! Ga-Goon Goon Pa! Goon Goon Pa! Pa Goon Goon!}

(Ti-ti ta! rest Syn-co-pa ta! rest Ti-ti tam- ti ti-ti)

Can't believe it! XXXX Can't believe it! XXX Can't believe it! XX Can't believe it! X
(tim-ri ti-ti! (Clap 4X) tim-ri ti-ti! (Clap 3X) tim-ri ti-ti! (Clap 2X) tim-ri ti-ti! (Clap 1X)

1, 2, Tastes Like Chicken

(ta, rest, ta, rest, ta, ta, ti-rim)

Spoons (repeat this rhythm until song ends) Effective use during the contradances.

Down, Down Up, Down, Down Up, Down, Down Up, Down Up, Down Up
(ta ti-ti ta ti-ti ta ti-ti ti-ti ti-ti)

Le Bohomme-Gigueur Also used during the contradances

Tap the man on the flat stick on the steady beat or use the same rhythm as the spoons.

Any questions can be addressed to me through the OMLTA and for the extra handouts given at this workshop.